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ABSTRACT

This paper focuses on the teacher competency testing movement that is sweeping the nation. The first section provides an overview of teacher testing programs nationally, including the rationale for such programs, the types of tests used across the states, concerns about current testing programs, test validity studies, and fiscal and legal issues. The second section presents state-by-state data pertaining to teacher testing programs currently being implemented or considered, including testing requirements for admission into teacher education programs, for initial certification, and for practicing educators. Contact persons are listed. A 70-item list of references concludes the document. (CB)

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COMPETENCY TESTING FOR TEACHERS: A STATUS REPORT

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Foreword

Since July 1, 1985, all applicants applying for a standard teaching license in Indiana have been required to pass the core battery of the National Teachers Examination (NTE). As of July 1, 1986, passage of the subject area component of the NTE also has been required for initial certification. By mandating such tests, Indiana has joined over 40 other states that have implemented testing programs for teachers. This paper focuses on the teacher competency testing movement that is sweeping the nation. The first section provides an overview of teacher testing programs nationally, including the rationale for such programs, the types of tests used across states, concerns about current testing programs, test validity studies, and fiscal and legal issues. The second section presents state-by-state data pertaining to teacher testing programs currently being implemented or considered. These data should be useful to Indiana policymakers as they consider expanding and/or modifying test requirements for educational personnel in the state.

In addition to the review of research and activity across states contained in this paper, the Consortium recently conducted a survey of a sample of Indiana educators and legislators regarding their perceptions of teacher competency testing programs in general and Indiana's recent mandate in particular. A summary of the results of the survey will be available in the spring of 1987.

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Section I

Teacher Testing: An Overview

Context and Rationale for Teacher Testing

Public confidence in American schools has been tentative for years, resulting in elementary and secondary teachers being under intense scrutiny. Current debates among policymakers and educators include such central issues as who should teach and how should prospective teachers be screened. In a national survey conducted by researchers at Michigan State University, it was reported that respondents who viewed schools as poor or failing placed the blame squarely on teacher incompetency (Freeman & Houang, 1986).

Why has teacher testing become such a popular response to demands for educational accountability? There appear to be several interrelated factors that have nurtured the current teacher testing movement.

Teacher testing has been viewed as an inevitable next step to complement student competency testing programs. Student proficiency examinations have been instituted in numerous states to restore meaning to classroom content and the high school diploma, to strengthen graduation standards, and to enhance the image of education (Thomas, 1983). Fueled by the increase in programs to test students for minimum academic competency and a growing concern that state certification does not assure classroom competence, efforts to provide tangible evidence that teachers possess minimal academic skills have escalated in the 1980s (Hazi, 1985; Pipho, 1984).

The dramatic increase in teacher competency testing programs since 1980 can also be attributed in part to the various national reports calling for educational reform. One of the first professional organizations to endorse teacher competency testing was the American Association of Colleges for Teacher Education (AACTE). In 1980 AACTE passed resolutions supporting: (a) a test of basic skills as a criterion for entrance or continuation in teacher preparation programs; and (b) an assessment of professional skills as a teacher education exit requirement (Rudner & Sandefur, 1987, p. III-A-2). Subsequently, the Ad Hoc Committee on Teacher Certification, Preparation and Accreditation of the Council of Chief State School Officers (1984) recommended ". . . that a system of assessing and screening prospective teacher candidates should be implemented in every state" (p. 5).

The most widely publicized report, A Nation at Risk: The Imperative for Educational Reform, was issued by the National Commission on Excellence in Education in 1983. This federally commissioned report was joined by others in 1983 and 1984 calling for a major overhaul of teacher preparation, teacher working conditions, and graduation standards, as well as a general redefinition of our national focus on educational improvement (Education Commission of the States, 1983; Twentieth Century Fund, 1983; Goodlad, 1984). Teacher testing programs have become the major state response to these reform reports.

The teacher testing movement also fits the current conservative social-political-economic milieu in our country. Improved standards for high school graduation; increased

attention on the "basics"; intensified discipline in schools; and a national demand for rigor, scholarship, and excellence reflect the temperament of the 1980s in America. The prevailing mood is that higher standards will infuse our schools with excellence, and student achievement will enjoy significant gains.

This conservative national "ethos" provides overwhelming support for teacher testing. The public demand for accountability can most easily be placated by the tangible results of teacher testing programs. The fact that a test is given becomes more important than the test itself. Whatever else teacher testing does or does not do, it will likely serve to gratify the public that a standard is being established and teachers are being "measured" by it before entering the classroom.

Advocates of teacher testing programs do not assert that passage of a test will ensure teaching excellence. Instead, they argue that those failing a basic skills test are not minimally competent and thus should be eliminated from the teaching force. The logic seems right; it has an intuitive appeal. If a state can ensure that all teachers are at least minimally competent, the product of those teachers' efforts should be better prepared students. Teacher testing programs are based on the following assumptions:

- A competent teacher must know the subject she or he is teaching;
- A competent teacher should be able to pass a valid test that measures general subject matter and professional knowledge;

- Teachers who pass such tests will be more effective teachers than those who do not pass;
- Teacher quality will improve because testing will inspire brighter, more talented candidates to enter the education profession;
- Students in the classrooms of teachers who have passed a competency test will learn more and perform better than students of the teachers who do not pass the test;
- Teacher education programs will become more accountable by strengthening entry requirements and will become more product-oriented because of teacher testing;
- As more teachers pass competency tests, student learning will increase and the overall quality of our schools will improve, which will lead to greater public satisfaction with education (Hyman, 1984).

In the 1986 Gallup poll of attitudes toward education, 85 percent of the public favored competency testing for teachers as a means to screen out unqualified individuals and strengthen the profession (Gallup, 1986). Yudof (1984) has asserted that citizens and policymakers in the 1980s view teacher testing as a way to "fix" our schools. Without question teacher competency testing has become a pervasive national phenomenon. In 1977 two states required a written examination for teacher certification; by 1980 12 states required such tests, and by 1986, 44 states were implementing or planning to implement teacher competency testing programs for admission to teacher education programs, initial certification, and/or recertification purposes (Flippo,

1986; Bosworth, 1985; Sandefur, 1985). Seven states initiated such testing programs for the first time in 1986, and 12 additional states are scheduled to start teacher testing programs over the next 2 years.

Career Stages Where Tests Are Being Used

Competency tests for educators are being used primarily at three career stages. Examinations used as a prerequisite to admission into teacher education programs are designed to screen out of teacher preparation those individuals who do not possess minimum academic skills. Tests used as a prerequisite to initial state certification or subject area endorsements are designed to serve a screening function in that individuals who do not exhibit minimum skill mastery are not allowed to enter the profession or to teach in specific subject areas. The most controversial career stage in terms of testing programs involves tests used with veteran teachers as a prerequisite for certificate renewal or job retention. These testing programs are intended to strengthen the profession by eliminating practicing teachers who do not exhibit mastery of skills considered necessary for minimally adequate teaching performance.

Table 1 shows that certification tests are by far the most popular; 42 states are implementing, developing, or considering specific testing programs as a prerequisite to initial teacher certification. Although tests associated with initial certification are the least controversial of teacher competency testing programs, states increasingly are also considering testing

Table 1

Competency Testing at Career Stages

Testing for Acceptance into Teacher Education Programs	Testing for Initial State Certification		Testing for Evaluation or Recertification of Practicing Educators*
Alabama	Alabama	Oklahoma	Arkansas
Arizona	Arizona	Oregon	Georgia
California	Arkansas	Pennsylvania	Texas
Colorado	California	Rhode Island	Virginia (teachers with less than three years experience
Connecticut	Colorado	South Carolina	
Florida	Connecticut	South Dakota	
Georgia	Delaware	Tennessee	
Kansas	Florida	Texas	
Kentucky	Georgia	Virginia	
Louisiana	Hawaii	West Virginia	
Massachusetts	Idaho	Wisconsin	
Michigan	Illinois		
Minnesota	Indiana		
Mississippi	Kansas		
Missouri	Kentucky		
Nebraska	Louisiana		
Nevada	Maine		
New Mexico	Maryland		
North Carolina	Massachusetts		
North Dakota	Minnesota		
Ohio	Mississippi		
Oklahoma	Missouri		
Oregon	Montana		
South Carolina	Nebraska		
Tennessee	Nevada		
Texas	New Hampshire		
Utah	New Jersey		
Washington	New Mexico		
West Virginia	New York		
Wisconsin	North Carolina		
Wyoming	Ohio		

*Most of the states that test for initial certification also require practicing teachers to take subject area tests when seeking certification endorsements in additional subject areas.

programs for teacher education students or practicing educators. Thirty-one states are implementing testing programs to screen applicants to teacher preparation programs, and several states have testing procedures developed or under consideration for practicing teachers. A few states are testing all practicing teachers for recertification purposes (Arkansas, Texas, and Georgia), while several others are requiring test passage for additional subject area endorsements (Flippo, 1986).

The two largest and most influential teacher associations, the National Education Association (NEA) and the American Federation of Teachers (AFT), have endorsed testing programs for initial teacher certification. The NEA in 1985 passed a resolution relaxing its stand against teacher testing by endorsing "appropriate pedagogical and subject matter tests" for entry into the profession (Jacobson, 1986).

There is some support for the development of a national test for teachers. In 1986, a task force of the Carnegie Forum on Education and the Economy released a report, A Nation Prepared: Teachers for the 21st Century. This report proposed strengthening the teacher's role through professional certification by a national board. This board would define the body of professional knowledge on which effective teaching is based and develop a national test. Advocates of this testing approach contend that a central advantage is that it would be controlled by the profession (rather than by the public), similar to the establishment of standards in other professions such as medicine. A national standards board for teachers is likely to become a reality, given

that the Carnegie Corporation intends to earmark substantial funds for this project (Darling-Hammond, 1986).

In 1985 the AFT endorsed a "super certification" for outstanding teachers including a rigorous national test plus an analysis of demonstration lessons, site evaluation, and publication efforts. At the 1986 AFT Convention in Chicago, Albert Shanker, AFT President, received overwhelming support when he presented a reform report, "The Revolution That Is Overdue." It called for teaching to become "'a self governing profession' like medicine and law . . . with a national board to develop a code of ethics, a set of standards for entry, and a national examination 'to certify a standard of excellence'" (Watkins, 1986, p. 22).

The NEA also has expressed qualified support for the concept of a voluntary national certification process because it would promote teachers' professional and financial interests. However, Mary Futrell, NEA President, has cautioned that testing alone will not improve the teaching profession; additional investments in teacher training and in-service education as well as the development of rigorous standards are also needed (Jacobson, 1986).

In contrast to their support for testing for initial certification to screen entry into the teaching profession, both the AFT and the NEA remain opposed to testing practicing teachers. Both organizations contend that the effectiveness of practicing educators should not be assessed on the basis of paper-and-pencil test scores.

Types of Tests

Flippo (1986) has described the two primary test options available to states as existing standardized tests and customized tests. The Educational Testing Service (ETS) is the major supplier of standardized tests to states. The most popular tests are the National Teachers Examination (NTE), which is used to screen teacher education applicants in 3 states and as a prerequisite to certification in 23 states; the Pre-professional Skills Test (PPST), which is used by 11 states as part of admissions testing in teacher preparation and in 4 states as a prerequisite to certification; and the California Basic Educational Skills Test (CBEST), which is used in 2 states for teacher education admissions and as a prerequisite to certification.

The National Evaluation Systems (NES) provides customized test services to states. As noted in Table 2, several states have elected to develop their own competency tests for teachers. It was reported in A National Emergency in Teaching (1983) that many chief state school officers believe that "a locally developed test wins acceptance more easily because it emphasizes competencies that are valued locally, it is validated with local teachers, and it is developed with the participation of important local organizations" (p. 22). Many of the chief state school officers indicated, however, that they have reluctantly recommended use of an existing test, rather than a locally developed test, because of fiscal considerations.

The process used in Florida to develop the Florida Teacher Certification Examination (FTCE) was monitored and implemented by

the Florida Department of Education (Andrews, 1984). Twenty-three essential generic competencies, identified by the Florida Council on Teacher Education, were used in designing the examination. Subskills for the identified competencies were developed by classroom teachers, teacher organization representatives, and college and university teacher educators. The examination was first administered in June 1983, and 86 percent of the candidates passed the four subtests focusing on mathematics, reading, writing, and pedagogy. The Florida program has apparently been successful in its customization of a test that addresses local needs. At least 10 other states have similarly customized tests to focus on local concerns (see Table 2).

Table 2
Competency Testing Across States by Types of Tests Used

States	Educational Testing Service										
	National Teachers Exam (NTE)	Pre-professional Skills Test (PPST)	California Basic Education Skills Test (CBEST)	State Developed/ Customized Tests	Scholastic Aptitude Test (SAT)	American College Test (ACT)	California Achievement Test (CAT)	Comprehensive Test of Basic Skills (CTBS)	College Outcome Measures Project (COMP)	Colleges/Universities Select Tests to be Used	Test Selection to be Determined
Alabama				x	x	x					
Alaska											
Arizona		x		x							
Arkansas	x			x							
California			x								
Colorado					x		x				x
Connecticut	x			x							
Delaware		x									
Florida				x	x	x					
Georgia				x							
Hawaii	x										
Idaho	x										
Illinois				x							
Indiana	x										
Iowa											
Kansas	x	x									
Kentucky	x							x			
Louisiana	x										
Maine	x										
Maryland	x										
Massachusetts				x							x
Michigan											x
Minnesota		x									x
Mississippi	x					x			x		
Missouri				x	x	x					

Table 2 (continued)

Competency Testing Across States by Types of Tests Used

States	Educational Testing Service										
	National Teachers Exam (NTE)	Pre-professional Skills Test (PPST)	California Basic Education Skills Test (CBEST)	State Developed/ Customized Tests	Scholastic Aptitude Test (SAT)	American College Test (ACT)	California Achievement Test (CAT)	Comprehensive Test of Basic Skills (CTBS)	College Outcome Measures Project (COMP)	Colleges/Universities Select Tests to be Used	Test Selection to be Determined
Montana	x										
Nebraska		x									x
Nevada		x									
New Hampshire		x									
New Jersey	x										
New Mexico	x									x	
New York	x										
North Carolina	x										
North Dakota										x	
Ohio		x									x
Oklahoma		x		x							
Oregon			x								
Pennsylvania	x			x							
Rhode Island	x										
South Carolina	x			x							
South Dakota	x										
Tennessee	x	x					x				
Texas		x		x							
Utah										x	
Vermont											
Virginia	x										
Washington				x	x	x					
West Virginia		x		x					x		
Wisconsin	x	x									
Wyoming							x				

Concerns with Teacher Testing Programs

In spite of the escalating state activity to mandate teacher testing through legislation or state board of education policies, there is mixed opinion on the efficacy of such testing. Critics assert that competency tests cannot actually measure teaching competence, citing the lack of studies substantiating a correlation between test scores and teaching effectiveness (Medley, Coker, & Soar, 1983; Darling-Hammond & Wise, 1983). Most tests currently used by states are not performance based in that they do not assess a teacher's ability to implement a learned skill, to apply learned knowledge, or to nurture and sustain a wholesome, positive learning milieu (Hyman, 1984; Brophy, 1979). Hyman has argued that teacher testing, as it is now conceived and practiced, does not accurately assess actual job performance. In the survey of chief state school officers cited previously, most respondents noted the difficulty of obtaining sample items for tests, the absence of data on test validity, and the lack of research on the impact of specific teacher competencies in the classroom.

In addition to concerns that paper-and-pencil tests cannot assess the abilities needed to succeed in the classroom, critics assert that competency tests will have a negative impact on the teacher supply. Since states report an average passing rate of 71 percent on tests used for admission to teacher education (Rudner & Sandefur, 1987, p. II-2), these tests do seem to be restricting access to teacher preparation programs. However, examinations used as a prerequisite to certification have a

higher passing rate of approximately 84 percent, ranging from 74 percent in California to 97 percent in Mississippi (Rudner & Sandefur, 1987, p. III-F-10).

Particular concerns have been raised that the use of competency tests will reduce the number of minority teachers at a time when minority student populations are growing (Anrig, 1986; Flippo, 1986; Smith, 1985; Kauchak, 1984; McCaffery, 1984; Smith, 1984; Hoover, 1984; Andrews, 1984). The disparate impact of teacher testing programs on minorities has been well-documented. The 1985 ETS publication, The Impact of NTE Use by States on Teacher Selection, documented that a disproportionate number of blacks and Hispanics seeking entrance into the teaching profession are disqualified because of test failure (Goertz & Pitcher, 1985). Reports from individual states have supported this conclusion. For example, in 1983 74 percent of blacks and American Indians and 59 percent of the Hispanics who took Arizona's Basic Skills Test failed the examination; only 20 percent of the white students failed (Irving, 1983). The same year, 51 percent of the blacks compared to 28 percent of the whites failed the Alabama Basic Professional Studies Test, and 65 percent of the minorities compared to 10 percent of the whites failed the teacher competency test in Florida. In 1987 the Department of Education's Office of Educational Research and Improvement issued a report indicating that only 12 percent of the blacks and 20 percent of the Hispanics pass the Texas test used as a prerequisite to admission into teacher preparation programs, and in Louisiana only 10 percent of the students graduating from predominantly black

institutions pass the teacher certification examination (Rudner & Sandefur, 1987, p. II-2). Similar results have been reported in other states such as South Carolina, Georgia, and California.

Studies conducted by the ETS indicate that by the year 2000 the percentage of minorities teaching in the United States will be half the current percentage if trends in teacher selection continue. According to Anrig (1986), this decline will result in a "growing mismatch between the racial and ethnic composition of the teaching force and that of the student population (p. 449). Even more alarming figures were reported by Smith (1984) who concluded that if minority test results do not improve in Texas, by 1988, 96 percent of the blacks and 84 percent of the Hispanics desiring admission into teacher education programs will be rejected. The percentage of minorities teaching in the United States in 1980 was 12.5 percent, but Smith concluded that "if the currently observable impact of competency testing continues unabated along with normal rates of attrition through retirements and teacher burnout, minority representation in the national teaching force could be reduced to less than 5 percent in 1990" (p. 8).

In addition to the above concerns, there is some sentiment that competency tests will serve to alienate institutions of higher education because the test results are perceived as measuring the quality of teacher education programs (Jacobson, 1985; Flippo, 1986). For example, in Florida, teacher preparation programs are subject to being placed on probation or closed if 80 percent of their graduates fail the regular test taken by

candidates for initial certification (G. Wilson, personal communication, December 10, 1986).

Critics also contend that the widespread use of teacher competency tests will increase negativism about education among educators and the general public when learned that the tests are costly and that passing the test does not guarantee teacher effectiveness (Andrews, 1984; Flippo, 1986). Seeley (1979) asserted that the "link between student accountability and teacher accountability is no doubt what makes many educators so fearful about the competency movement" (p. 248). He continued that the "main problem is that no one has come up with a test that can predict who will make a good teacher" (p. 251). There is some sentiment that since tests can only screen out the most egregiously incompetent, they will serve "to antagonize or insult the great majority [of teachers]" (Council for Basic Education, 1979, p. 4).

Test Validity Studies

Most of the validity studies on teacher competency examinations have focused on the National Teachers Examination (NTE), as this is the most popular test currently used for certification purposes. A new set of NTE tests was introduced in 1982; the core battery consists of three separate 2-hour tests in communication skills and tests of general knowledge and professional knowledge. In addition, subject area examinations also cover special skill areas.

Whether the NTE and other tests are establishing meaningful standards has been the focus of substantial debate. The

Educational Testing Service (ETS) has been asked on several occasions to complete state validity studies as part of the process of determining whether or not to implement the NTE in a particular state. Numerous studies have found the content to be appropriate as a screening test for initial employment in specific states. In fact, the NTE has been validated for initial certification purposes in over half of the states (Andrews, 1984).

Most validation studies rely upon panels of experts to evaluate the instruments by pooling the best wisdom available on a given subject. Questions asked of such expert panels address the match between the test and teacher preparation programs and relevance of the test to job performance. Usually panel members are initially asked to assess whether students enrolled in a standard teacher preparation program would have been exposed to the material covered on the examination. Test questions are classified as appropriate if more than half of the panel members indicate that at least 90 percent of the teacher education students would have had an opportunity to learn the specific item. Experts also are asked to assess the appropriateness of the test's emphasis, that is, does the test appropriately emphasize specific topics. In addition, experts are asked to identify important topics in the curriculum that are not covered on the test and to assess the similarity between the tests and the curriculum. Finally, experts are usually asked if the skills covered by the test are relevant to effective teaching (Elliot & Nelson, 1984; Elliot & Patterson, 1984).

An illustrative ETS study for the state of New York solicited information from educators as to:

- Whether a student in the general education and teacher education programs would have had an opportunity to acquire the knowledge and academic skills to answer the questions correctly;
- Whether the knowledge and academic skills associated with each content category are represented as an appropriate proportion of the test; and
- Whether important areas that could be reliably measured are not represented in the test.

The ETS concluded that all content categories were considered at least "relevant" to the teaching task and that some of the items were considered "very relevant." While validation by use of the expert opinion approach has been popular, some concerns have been raised that such consensus alone may not be sufficient to ensure that tests are valid measures of skills that are essential to teaching performance (Andrews, 1984).

In 1983 the Southern Regional Education Board (SREB) reported the results of a Georgia study of the NTE area tests and the Georgia Teachers Certification Test. The study was designed to compare the scores individuals obtained on the national and state paper-and-pencil tests and to explore the relationship between how well beginning teachers knew "content" and how well they "put it over" in the classroom (Andrews, 1984). The results demonstrated that nearly the same students were eliminated in both the state and national examinations. The SREB study also revealed

practically no relationship in Georgia between test scores and ratings on the ability to "put content over" in the classroom. Andrews (1984) offered some possible reasons for these findings, including: (a) the skills the teacher needs and the content knowledge needed may not be related; (b) the tests may not actually measure the skills and knowledge needed by a competent teacher; or (c) the tests may lack suitable reliability.

Quirk, Witten, and Weinberg (1973) reviewed 40 studies conducted on the NTE Common Examinations covering general education questions. Teachers were tested on their knowledge of composers, artists, and authors; on their understanding of the principles of science; and on their ability to recall historical facts, persons, and events. The researchers found an adequate correlation between teachers' scores and their college grade point averages. However, teachers' scores were not good predictors of the ratings they received during student teaching or subsequent on-the-job assessments by their principals and supervisors. In a later study, Medley, Coker, and Soar (1984) concluded that there is no evidence that NTE scores "predict success in teaching whether estimated from ratings or from gain scores of pupils" (p. 31). While this study was based on the NTE prior to the 1982 revisions in the tests, the researchers predicted that the test revisions would not yield significantly different results.

Despite numerous studies validating competency examinations in terms of screening basic skill mastery of applicants for teacher preparation programs or initial certification, there is more skepticism regarding the validity of such tests to assess the

performance of practicing teachers. Hyman (1984) has argued that most tests currently being used across states do not assess teachers' abilities to implement learned skills or apply learned knowledge and, therefore, cannot accurately assess actual job performance. The ETS and the NTE Policy Council have refused to allow the NTE to be used to test practicing teachers in Texas and Arkansas, as the instrument was not designed for this purpose (Anrig, 1986). If states continue to expand their teacher testing programs, additional attention to validation studies will be necessary.

Fiscal Issues

The development and implementation of teacher testing programs are costly. Each state that tests teachers has received initial appropriations through legislative funding and/or state department of education allocations. How much a state is willing to invest determines the extent to which test instruments can be customized to reflect local concerns; customized tests cost much more than do existing tests. According to Alan (1985), it costs $35,000 to develop a single content area test. For a state needing 25 different content tests, the cost could be in excess of $875,000. Flippo (1986) suggested that if a state were interested in content specialty tests plus a basic skills test, it could initially spend $935,000 to $955,000 for a customized testing program. In 1980 Florida spent $220,000 to initiate its customized testing program, and in 1987 the state will spend $750,000 to implement customized subject area tests (G. Wilson, personal communication, December 10, 1986).

The National Evaluation Systems, which provides the majority of the customized services to states, has noted that a substantial portion of the expense of customized tests is associated with travel and consultation fees for members of the development team. Michael Chernoff of the NES has indicated that these costs can be reduced substantially in the future by adapting customized tests that have already been developed for use in other states (personal communication, January 7, 1987).

Although the use of an existing test, such as the National Teachers Examination, is less expensive than the development of a customized testing program, costs are still significant. In 1986 Idaho spent $40,000 to initiate its use of the NTE. An existing test could cost as much as $50,000 for a validity study of the content areas (Alan, 1985). Flippo has estimated that states can expect to spend between $75,000 and $100,000 to implement an existing testing program.

After the initial development or purchase of the tests, states generally attempt to assess some of the cost of the test instruments to individuals taking the test. Becoming self-supporting is not easily achieved, though, as Oklahoma can attest. Customized tests in content areas were developed in Oklahoma in 1982. The cost per test is too high to assess the test candidate the entire amount. Consequently, Oklahoma continues to defray partial costs of each individual instrument (C. Phelps, personal communication, December 10, 1986).

When a state decides to test teacher applicants or practicing educators, the cost issue must be addressed initially and at each

phase of implementation. Designing a cost-effective teacher testing program that measures what a state wants to assess is a complex assignment. Nevertheless, most states have accepted the assignment as a major part of their 1987 educational agenda.

Legal Considerations*

The wave of state level activity to assure competent teaching staffs has been accompanied by legal challenges to employment decisions that are predicated on the result of examinations. This section provides a brief overview of litigation involving claims that teacher testing programs violate rights protected by federal or state constitutional or statutory provisions.

The most frequent allegation is that employment tests are discriminatory in that a disproportionate percentage of minorities score poorly. Claims of bias in tests used as a prerequisite to public employment often have been grounded in the equal protection clause of the fourteenth amendment which prohibits states from denying citizens equal protection of the laws. In the early 1970s several plaintiffs were successful in establishing that employment tests used in school districts were designed to maintain staff segregation (Baker v. Columbus Municipal Separate School District, 1972; Walston v. County School Board of Nansemond County, 1973).

However, such equal protection claims have been rejected if substantiated that the use of a test is rationally related to a

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* A shorter version of this section appeared in Educational Horizons, vol. 65, no. 2, 1987, and appears here with the permission of Pi Lambda Theta, national honor and professional association in education.

legitimate employment objective and not accompanied by discriminatory motive. In the leading case, the Supreme Court in 1976 endorsed the use of a written skills test as an entrance requirement for the Washington, D.C., police training program, even though the test disqualified a disproportionate number of black applicants (Washington v. Davis, 1976). The Court reasoned that the test was directly related to requirements of the training program and was not administered for discriminatory reasons.

More recently, the Supreme Court affirmed a lower court's conclusion that South Carolina's use of the National Teachers Examination (NTE) for teacher certification and salary purposes satisfied fourteenth amendment equal protection guarantees since the test had a rational relationship to the legitimate purpose of improving the effectiveness of the state's teaching force and was not administered with discriminatory intent (United States v. South Carolina, 1978). The trial court was satisfied that the test was valid in that it measured knowledge of course content in teacher preparation programs and was justified by the legitimate employment objective of encouraging teachers to upgrade their skills.

In 1986 the Fifth Circuit Court of Appeals also overturned a preliminary injunction against using a basic skills test as a prerequisite to enrollment in teacher education programs in the state of Texas (United States v. Lulac, 1986). The court reasoned that a state is not obligated to educate or certify teachers who cannot pass a valid test of basic skills necessary for professional training. Noting that the state presented

considerable evidence to establish the test's validity, the court concluded that plaintiffs would have to prove intentional discrimination to substantiate a federal constitutional violation.

Although a few employment testing programs have been invalidated under the equal protection clause as lacking a rational relationship to a legitimate governmental objective, individuals generally have not prevailed in attacking prerequisites to employment under the Federal Constitution. However, plaintiffs have been more successful in proving violations of Title VII of the Civil Rights Act of 1964. Title VII prohibits employment discrimination on the basis of race, color, religion, sex, or national origin; this law applies to public or private employers with 15 or more employees, employment agencies, and labor organizations. Where facially neutral requirements (e.g., tests) have a disparate impact on a group protected by Title VII (e.g., minorities), the employer must establish a business necessity for the challenged practice.

In Griggs v. Duke Power Company (1971) the Supreme Court found that the use of a test of general intelligence as a prerequisite to employment violated Title VII because the requirement disproportionately eliminated minority applicants and was not proven to be a business necessity. In this 1971 case, the Court did not prohibit the use of tests per se as a prerequisite to employment, but concluded that the employer must substantiate that tests used as condition to employment are related to job performance in order to satisfy Title VII.

In several subsequent decisions, the Supreme Court has elaborated on the business necessity standard under Title VII.

In 1975 the Court recognized that Title VII requires an employment test to be validated for the specific jobs for which it is used. The Court further held that if supervisor rankings are compared with employees' test scores in validating a test, there must be clear job performance criteria applied by all supervisors (Albemarle Paper Company v. Moody, 1975). More recently, the Court found that a Title VII violation can be established if employment tests have a disparate impact on minorities and are not substantiated as job-related even though the "bottom line" of the hiring or promotion process results in an appropriate racial balance (Connecticut v. Teal, 1982).

In 1978 the Equal Employment Opportunity Commission (EEOC) issued Uniform Guidelines on Employee Selection Procedures, designed to assure that employment practices with an adverse impact on a group protected by Title VII are justified by a business necessity. Under the Guidelines, employment tests are expected to be reliable (in that the measurement instrument is accurate and provides dependable data) and valid (in that the instrument actually measures what it purports to measure). While the EEOC prefers test validation by correlating job performance with test scores, the agency will allow other types of validation that meet recognized standards of the American Psychological Association and basic textbooks and journals in the field of personnel selection.

In several school cases, courts have relied on Title VII and the EEOC Guidelines in concluding that specific tests with an adverse racial impact cannot be used in making employment decisions

without proof of their business necessity. For example, the use of examinations for supervisory positions in the New York City School District was found to violate Title VII because the test had a disparate impact on minorities and was not empirically substantiated as job-related (Chance v. Board of Examiners, 1972). More recently, a federal district court granted a preliminary injunction against the use of the NTE by the Mobile County, Alabama, School Board to determine whether nontenured teachers would be retained (York v. Alabama State Board of Education, 1983; 1986). The court found that the test used in hiring and retaining teachers had a disparate racial impact and had not been properly validated; no evidence was presented to substantiate that those scoring higher on the test performed better than those with low scores. Thus, the school district was ordered to reemploy the nontenured teachers who would have been retained except for their low test scores.

Also, a class action suit in Alabama charged that the standardized tests used as a prerequisite to teacher certification in the state impermissibly discriminate against minorities (Allen v. Alabama, 1986). The district court initially upheld a settlement agreement, but subsequently ruled that the agreement was not enforceable because it did not have the written consent of the state board of education. On appeal, the Eleventh Circuit Court of Appeals reinstated the settlement, concluding that the state board had agreed to its terms, even though not in writing. Among other things, the agreement requires the state to develop new subject area tests, discontinue use of its professional knowledge

test, appoint a panel of experts to oversee the test development process, and assess the racial impact of test items. The agreement also requires the state to set lower passing scores on the current tests until the new examinations are developed and to award certificates and monetary damages to black applicants who have been denied certification because they failed the professional knowledge test.

Although aggrieved employees have a greater likelihood of prevailing when challenging employment tests under Title VII than under the equal protection clause, an employer's burden of establishing a business necessity for policies with a disparate racial impact is not impossible to satisfy. For example, in the South Carolina case discussed previously, the Supreme Court affirmed the trial court's holding that Title VII as well as the equal protection clause did not preclude the use of the NTE for certification and salary purposes to further the legitimate objective of assuring more competent teachers (United States v. South Carolina, 1978). Subsequently, the Fourth Circuit Court of Appeals similarly found no constitutional or Title VII violation in connection with a school district's use of certification levels based on scores on the NTE to determine teachers' salaries (Newman v. Crews, 1981). The court reasoned that the practice was justified by the job necessity of attracting the best qualified teachers and encouraging self-improvement among low-rated instructional personnel.

Most legal challenges to teacher testing programs have been based on constitutional or Title VII grounds, but some state-mandated testing programs to determine eligibility for

recertification and job retention have been challenged under state law. A Texas court upheld the use of a test that teachers and administrators must pass to retain their jobs, finding no state constitutional violation (Texas State Teachers' Association v. Texas, 1986). The court rejected the claim of the teachers' association that certification constitutes a contract that has been breached by the imposition of a testing requirement as a condition of retaining certification. Similarly, an Arkansas court upheld a state law requiring all certified educational personnel employed in 1984-85 to pass a test of functional academic skills as a prerequisite to recertification. The court was not persuaded that the law was facially discriminatory because it applied only to employees on the job during one school year (and not to those on leave or subsequently hired) or that it created an arbitrary classification among employees with different expiration dates for their ten-year certificates (Stanfield v. Turnbow, 1985).

Given that 44 states are implementing or plan to implement some type of teacher testing program, such mandates (particularly the required passage of examinations by practicing teachers to determine whether they will retain their jobs) seem destined to generate future litigation. While state and local education agencies cannot insulate themselves against legal challenges, they can take several steps to guard against successful lawsuits. Specifically, educational policymakers would be wise to ensure that:

- Any tests used to determine job opportunities or benefits are job-related and serve legitimate school objectives;

- The instruments have been constructed by qualified professionals and validated for the specific jobs for which they are used; and
- Individuals have been provided adequate notice of the test requirement, remediation if they fail, and the opportunity to retake the examination.

Summary of National Trends

Educational policymakers and the general public have voiced considerable support for teacher testing as a central component of educational reform efforts. Advocates of teacher testing programs contend that educational programs will be improved by testing teacher education applicants, certification applicants, and practicing educators to ensure that incompetent individuals are eliminated from the teaching force. Despite the substantial costs associated with such testing programs, the trend is toward expanding competency testing beyond a screening device for entry into the profession; several states are implementing or considering the use of competency tests as an evaluation tool or a condition for practicing educators to retain certification.

While teacher organizations have supported the use of tests to screen entry into teacher education programs and as a prerequisite for initial certification, they have denounced the use of tests to evaluate practicing educators for recertification purposes. It is likely that if additional states require veteran teachers to take competency tests, challenges to such programs will increase. Policymakers should ensure that the examinations

have been validated for the specific purposes for which they are used and can be justified as advancing legitimate education objectives.

Although teacher testing programs are expanding each year, concerns continue to be raised regarding the efficacy of such programs. Whether paper-and-pencil tests can assess skills that are sufficiently related to teaching performance continues to be the focus of debate. Particularly troublesome is the disparate impact of basic skills tests on minorities. There is some fear that the use of tests to screen entry into the profession will substantially reduce minority representation in the teaching force.

Unrealistic expectations should not be attached to testing programs; even test advocates agree that testing programs cannot guarantee teaching effectiveness. Teacher testing should be viewed as one aspect of a coordinated effort to improve teacher quality, not a panacea by itself. While tests may serve an important screening function and the implementation of teacher testing programs has served notice that legislatures and state education departments are sensitive to public concerns, such tests will not become the final solution. Policymakers need to attend to strengthening program approval procedures for teacher preparation programs, providing incentives for talented individuals to enter the teacher profession, and providing support to upgrade the skills of those already in the field. Basic skills tests may eliminate those who are not minimally competent, but a test alone will not assure excellence.

Section II

State-By-State Data

The preceding section provided an overview of the teacher testing movement nationally. In this section, specific information on teacher testing activity in each state (i.e., levels and types of tests) is briefly summarized. These data were gathered through a questionnaire distributed by the Consortium on Educational Policy Studies to each state education agency in the spring and summer of 1986. Follow-up telephone calls were made to states that did not respond to the questionnaire. While these data are accurate as of December 1986, several states are currently considering alterations in their teacher testing programs. Thus, contact persons are listed for each state in the event that additional information is desired.

ALABAMA

Testing for Admission into Teacher Education Programs

An entrance examination (Scholastic Aptitude Test [SAT] or American College Test [ACT] and Alabama English Language Proficiency Test) for all freshman seeking admission into state colleges and universities has been used since 1977. In addition, admission into teacher education programs is contingent on passing a basic skills test.

Testing for Initial Certification

In 1980 Alabama implemented the Alabama Initial Teacher Certification Testing Program. All teachers seeking initial certification are required to take the Basic Professional Studies test; further, all initial teacher candidates must take the certification test corresponding to their specialization (e.g., elementary, mathematics, French). The National Evaluation Systems developed the tests in cooperation with Alabama educators. Individuals may take the test as many times as necessary to pass it.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: Barbara Fennell
Teacher Education Office
Alabama State Department of Education
347 State Office Bldg.
Montgomery, AL 36130-3901
(205) 261-5248

ALASKA

Testing for Admission into Teacher Education Programs

There is no formalized state policy for admission testing.

Testing for Initial Certification

A recommendation for certification testing was introduced but not well received by the State Board of Education and Commissioner of Education. A task force is evaluating certification standards and has already positioned itself against current teacher testing instrumentation. Validity and cultural bias concerns have been cited as reasons that Alaskans are opposed to conditioning employment decisions on a single test. Instead, the state is studying a five-point assessment strategy that could include testing as one of the points.

Testing for Practicing Educators

There is no testing requirement for recertification.

Contact Person: Charlie Mae Moore or Julie Orsborn
Teacher Certification Unit
Alaska Department of Education
P.O. Box F, Alaska Office Bldg.
Juneau, AK 99811
(907) 465-2810; 465-2855

ARIZONA

Testing for Admission into Teacher Education Programs

Since January 1986, the Pre-professional Skills Test (PPST) has been required for admission into an Arizona teacher education program. The Arizona Teacher Proficiency Examination (ATPE) was required for 2 years before the PPST was implemented.

Testing for Initial Certification

The ATPE has been required of all certification candidates since October 1980. Basic skills and professional knowledge components are included in the assessment package. Candidates who have passed the PPST only take the professional knowledge section of the ATPE.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: Nick Ingrassi
Teacher Certification Unit
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85002
(602) 255-5414

ARKANSAS

Testing for Admission into Teacher Education Programs

Admission testing for teacher education is currently under consideration. In 1982 the Arkansas State Board of Education recommended that the communication skills test and general knowledge skills test of the National Teachers Examination (NTE) or a similar examination be used prior to a candidate being approved for certification by an institution.

Testing for Initial Certification

Arkansas was an early entry into teacher testing for initial certification by requiring the NTE core battery and subject area tests in 1980. In 1983 the Arkansas Educational Skills Assessment Test was added as part of the initial certification requirement.

Testing for Practicing Educators

Arkansas, in 1983, became the first state to mandate that currently employed teachers/administrators be tested. This law, Act 76, called for all public educators to pass a literacy test (Functional Academic Skills Test) and the NTE. Six hours of approved academic course work with a 3.0 grade average is an alternative to the testing. This test was first given in April 1985.

Contact Person: Clarence Lovelle
Office of Teacher Education and Certification
Department of Education, Room 202-A
Little Rock, AR 72201
(501) 371-1474

CALIFORNIA

Testing for Admission into Teacher Education Programs

The state requires students to take the California Basic Educational Skills Test (CBEST) as an admissions criterion; however, the test is used diagnostically so it does not have to be "passed." Many colleges/universities, however, do require a specified score on the CBEST for admission into teacher education programs, even though passage of the test is not a state mandate.

Testing for Initial Certification

The CBEST must be passed for the issuance of a first teaching credential. This requirement meets the state mandate for demonstration of proficiency in the English language. Both the NTE core battery and the subject area tests are given to applicants who have not completed an approved California teacher preparation program.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: Richard Watkins (916) 445-7254
Commission on Teacher Credentialing
Planning and Research
1020 O Street
Sacramento, CA 95814
(916) 445-7254

COLORADO

Testing for Admission into Teacher Education Programs

A 1981 legislative mandate requires candidates seeking admission into teacher education to pass the California Achievement Test (CAT), level 19, which covers oral language, spelling, language usage/mechanics, and mathematics.

Testing for Initial Certification

As of January 1983, applicants for certification must achieve 75 percent on the CAT. In 1987, certification candidates will be required to pass not only the CAT but also a competency test covering general knowledge and subject area items. Pilot testing on the NTE will occur during 1986-1987. The 1987 State Board of Education agenda will address a decision on the instrument to be used.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: John Walker
Division of Teacher Education and Certification
State Department of Education
201 E. Colfax
Denver, CO 80203
(303) 866-6628

CONNECTICUT

Testing for Admission into Teacher Education Programs

A 1985 State Board of Education requirement states that no one shall be admitted to a teacher education program without a satisfactory score on the Connecticut Competency Examination for Prospective Teachers (CCEPT) or the ACT. The test requirement became effective June 30, 1986.

Testing for Initial Certification

After May 1, 1987, any teacher without a provisional or standard teaching certificate must pass a state reading, writing, and mathematics competency examination and must pass a subject area and professional knowledge assessment in order to be eligible for a teaching certificate. The NTE was recently selected to use for subject area testing.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: Scott Brohinsky or Raymond Techone
Federal and State Legislative Relations
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145
(203) 566-5201; 566-7163

DELAWARE

Testing for Admission into Teacher Education Programs

There is no current policy requiring testing for entrance into teacher education programs, although there has been discussion about such a policy. Delaware State College does require an entrance exam for admission into teacher education programs.

Testing for Initial Certification

A State Board of Education policy has been in effect since July 1983 that requires the Pre-professional Skills Test to be passed to be eligible for certification. All three levels (reading, writing, mathematics) must be passed.

Testing for Practicing Educators

There is no testing requirement for recertification purposes.

Contact Person: Ervin Marsh
Certification and Personnel Division
Department of Public Instruction
Townsend Building
Dover, DE 19901
(302) 736-4688

FLORIDA

Testing for Admission into Teacher Education Programs

Florida requires an SAT score of 835 or an ACT score of 17 for admission into teacher education programs.

Testing for Initial Certification

All candidates for a regular teaching certificate must pass the three parts (writing, reading, mathematics) of the Florida Teacher Certification Examination (FTCE) and pass the professional test in the specific subject areas desired. A temporary certificate can be granted if a candidate passes three parts and fails one part of the examination. The part that was failed must be passed at a later date.

Upon receiving the initial certification the candidate must successfully complete a "Beginning Teacher Program." The candidate is assigned to a peer group for assistance and evaluation for one year; if necessary, the program can be extended for an additional year but not beyond.

Testing for Practicing Educators

There is pending legislation that would require practicing educators to submit to a testing experience. In the meantime, Florida requires all expired certificate holders to pass the FTCE and participate in the Beginning Teacher Program in order to be recertified.

Contact Person: Janet Hughes
Division of Teacher Certification
Department of Education
Tallahassee, FL 32301
(904) 487-1899

GEORGIA

Testing for Admission into Teacher Education Programs

The Georgia Board of Regents in 1983 implemented a Teacher Certification Test as a prerequisite to enrolling in upper level teacher education course work. A teacher education program can be placed on probation if 70 percent of its students who are tested do not pass this examination.

Testing for Initial Certification

Georgia was a pioneer in developing a teacher testing program as the state contracted with the National Evaluation Systems in 1975 to develop ten content tests. In 1978 the testing system was implemented with 15 content tests. In 1986-87, there are 28 tests that encompass the initial teaching certificate plus administration, counseling, and school psychology. All candidates for certification must pass the Georgia Teacher Certification Test.

Testing for Practicing Educators

Since July 1986 all Georgia teachers have been required to pass a subject area teacher certification test to be recertified when certificates expire. Such tests are also required for additional certification endorsements (e.g., subject areas, special education, etc.).

Contact Person: Lester Solomon
Performance-Based Certification
Georgia Department of Education
1452 Twin Towers East
Atlanta, GA 30334
(404) 656-2556

HAWAII

Testing for Admission into Teacher Education Programs

There is no current legislation or policy requiring testing prior to admission into a teacher education program in Hawaii.

Testing for Initial Certification

Since June 1986, all candidates for initial certification in Hawaii have been required to pass the NTE core battery and subject area tests.

Testing for Practicing Educators

Included in the June 1986 mandate is the requirement that all nontenured teachers in Hawaii pass the NTE and all applicants for renewal of certification must pass the appropriate subject area tests.

Contact Person: Albert Yoshii
Office of Personnel Services
Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-5219

IDAHO

Testing for Admission into Teacher Education Programs

There is no current legislation or policy requiring testing for teacher education admission.

Testing for Initial Certification

There is no current legislation to require teacher testing; however, the Probational Standards Commission of the State Board of Education has recommended that applicants for initial certification be required to pass the NTE core battery.

Testing for Practicing Educators

It is also recommended that teachers with an expired license would have to pass the NTE for certification renewal.

Contact Person: Darrell K. Loosle or Roy E. Lawrence
Teacher Education and Certification
State Department of Education
State Office Building
Boise, ID 83720
(208) 334-3975

ILLINOIS

Testing for Admission into Teacher Education Programs

There is no current legislation or policy that requires testing for admission into teacher education programs. All teacher education programs are instructed to develop procedures to ensure that entering students are proficient in reading/mathematics/language arts, and each program must submit its plan to the State Teacher Certification Board.

Testing for Initial Certification

Legislation has been passed that requires testing for all applicants for initial teacher certification. The state developed tests will be piloted in 1986-87 and be implemented after July 1, 1988. The testing program will encompass basic skills and subject area competency.

Testing for Practicing Educators

Legislation requires only those teachers seeking additional endorsements to be tested.

Contact Person: Barry Weiss
Teacher Certification and Placement
Illinois State Department of Education
100 North First Street
Springfield, IL 62777
(217) 782-2804

INDIANA

Testing for Admission into Teacher Education Programs

There is no current policy requiring testing for admission into teacher education. Some Indiana colleges/universities have established an entry requirement which includes testing.

Testing for Initial Certification

Legislation requires that all initial applicants for an Indiana teacher certificate pass the NTE core battery and subject area tests.

Testing for Practicing Educators

The Indiana testing requirement does not affect teachers already teaching and/ or holding a license issued prior to July 1, 1985.

Contact Person: Nancy Taylor
The Center for Professional Development
Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204
(317) 269-9715

IOWA

Testing for Admission into Teacher Education Programs

A one-year pilot program was implemented in 1985-86 under which all teacher candidates graduating from Iowa college/universities took the PPST, the NTE core battery, and the NTE subject area tests.

Since the teacher candidates scored above the national norms, Iowa does not currently plan to implement teacher testing at any level or career stage.

Contact Person: Merril Halter
Teacher Education and Certification Division
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3605

KANSAS

Testing for Admission into Teacher Education Programs

All Kansas Board of Regents colleges and universities require that education majors pass the Pre-professional Skills Test.

Testing for Initial Certification

Since May of 1986 applicants for an initial license to teach in Kansas must pass the NTE core battery.

Testing for Practicing Educators

There is no testing requirement [illegible] recertification purposes.

Contact Person: Bert Jackson
Educational Assistance Section
Kansas State Department of Education
120 East 10th
Topeka, KS 66612
(913) 296-7294

KENTUCKY

Testing for Admission into Teacher Education Programs

Kentucky requires the Comprehensive Test of Basic Skills (CTBS) as an entry examination for admission into teacher education programs in the state.

Testing for Initial Certification

Since January 1985, applicants for certification have been required to pass the NTE core battery and the respective specialty test for subject area endorsements.

Testing for Practicing Educators

There is no test requirement for practicing teachers at this time.

Contact Person: Dorothy Archer
Division of Teacher Education and Certification
State Department of Education
Frankfort, KY 40601
(512) 564-4779

LOUISIANA

Testing for Admission into Teacher Education Programs

Effective since the fall of 1985, all entrants into a teacher education program are required to pass a standardized teaching aptitude test that predicts how well a candidate might perform on the test required for teacher certification. The test covers general knowledge and communications skills and is derived from the NTE.

Testing for Initial Certification

Since 1978 Louisiana has required that all applicants graduating in Louisiana pass the NTE. Since 1981 out-of-state applicants also have been required to pass the NTE to be granted certification.

Testing for Practicing Educators

There is no current policy for testing practicing teachers.

Contact Person: Claudia Pruitt
Teacher Certification Division
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3490

MAINE

Testing for Admission into Teacher Education Programs

There is no requirement to pass a test in order to be admitted into teacher education programs; however, those entering the teaching profession are encouraged to take the certification test as early as completion of the sophomore year.

Testing for Initial Certification

All applicants for the initial teaching license must take the NTE. After June 30, 1988, applicants will have to attain a specified score that will be established.

Testing for Practicing Educators

There are no current requirements for testing practicing teachers.

Contact Person: Steven R. Hamblin
Teacher Certification and Placement
Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-2441; 289-5944

MARYLAND

Testing for Admission into Teacher Education Programs

Maryland does not require teacher education applicants to be tested at this time.

Testing for Initial Certification

All applicants for a Maryland initial teacher certificate must pass the NTE. This requirement has been effective since April 1986. Full implementation will occur by July 1, 1987.

Testing for Practicing Educators

There is no current policy to test practicing teachers.

Contact Person: Herman Behling
Division of Certification and Accreditation
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2141

MASSACHUSETTS

Testing for Admission into Teacher Education Programs

In 1985 the Massachusetts legislature allocated $500,000 to develop tests in communication, language skills, and subject area knowledge. The mandate encourages that teacher candidates pass these tests as an entrance requirement into teacher education programs. Implementation is scheduled for 1989.

Testing for Initial Certification

The 1985 mandate requires that beginning in 1989 all teacher certification candidates pass the tests that are currently being developed.

Testing for Practicing Educators

There are no current plans to test practicing teachers.

Contact Person: Ruth Naipos
Bureau of Teacher Preparation, Certification, and Placement
Quincy Center Plaza
1385 Hancock Street
Quincy, MA 02169
(617) 727-5483

MICHIGAN

Testing for Admission into Teacher Education Programs

The 1986 legislature mandated that students in teacher preparation programs be tested in two phases: (1) a basic skills test must be passed as a prerequisite to enter teacher education; and (2) subject area tests must be passed before student teaching commences. The instrument is currently under consideration and will likely be a nationally used test such as the PPST or the NTE. Implementation will occur on September 1, 1988.

Testing for Initial Certification

No testing is planned at this stage because all candidates will already be tested in the teacher education program.

Testing for Practicing Educators

No testing is planned for practicing teachers.

Contact Person: Robert Trezise
Division of Teacher Preparation and Certification Service
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-3310

MINNESOTA

Testing for Admission into Teacher Education Programs

The Minnesota legislature has passed requirements that must be implemented by April 4, 1988. At that time an entrance examination of basic skills, the PPST, must be passed prior to admission into teacher education programs.

Testing for Initial Certification

The legislative mandate cited above requires that by April 4, 1988, applicants for initial teacher certification must take an examination. Specific tests and cut-off scores are yet to be determined for content area; the PPST will be used for the basic skills assessment.

Testing for Practicing Educators

Practicing teachers will not be tested unless they apply for a new subject area endorsement.

Contact Person: Judith Wayne
Personnel Licensing and Placement
State Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-2046

MISSISSIPPI

Testing for Admission into Teacher Education Programs

Since 1982 applicants have been required to attain a specified score on the ACT; in 1983 state-developed written and spoken tests were mandated. Since July 1986, all candidates for admission to teacher education programs have been requested to pass the speaking and writing portion of the College Outcome Measures Project (COMP).

Testing for Initial Certification

Since 1982 applicants for teacher certification have been required to pass the NTE core battery and respective specialty area tests. The cut-off scores will be increased every 2 years (1986, 1988, and 1990).

Testing for Practicing Educators

There is no current requirement for testing practicing teachers.

Contact Person: James Hancock
Teacher Education, Certification, and Placement
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3483

MISSOURI

Testing for Admission into Teacher Education Programs

Since 1984, SAT and ACT scores have been used as a prerequisite for admission to teacher education programs. Under HB 463, The Excellence Education Act, the state is contracting with the Missouri Testing Evaluation Services to develop a battery of entry-level tests that will encompass basic skills, both oral and written. Admissions testing will be fully implemented by September 1988.

Testing for Initial Certification

HB 463 also requires that by September 1988 an exit assessment be in place that will test subject matter knowledge and the student teaching experience. This testing will be required for initial certification.

Testing for Practicing Educators

There is no plan to test practicing teachers in Missouri. However, out-of-state applicants will be tested beginning in September 1988.

Contact Person: Russell McCampbell
Office of the Commissioner
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-7602

MONTANA

Testing for Admission into Teacher Education Programs

There is no current testing requirement in order to be admitted into teacher education programs.

Testing for Initial Certification

Since July 1986 all newly certified applicants have been required to take the NTE core battery. All out-of-state candidates must also take the test.

Testing for Practicing Educators

A teacher whose certification has expired must take the NTE to be recertified. There is not a test requirement for regular certification renewal or additional endorsements.

Contact Person: John Voorhies
Division of Teacher Education and Certification
Office of Public Instruction
Helena, MT 59620
(406) 444-4447

NEBRASKA

Testing for Admission into Teacher Education Programs

The PPST is an entry requirement for all education majors desiring admission into teacher education programs as of the fall of 1985.

Testing for Initial Certification

Nebraska was scheduled to begin testing for certification in 1985; however, the instrumentation is still under review and funds have not yet been allocated; thus, the legislature has extended the study and implementation efforts to 1987.

Testing for Practicing Educators

There are no current requirements to test practicing teachers.

Contact Person: Stan Carlson or Gerald Sughroue
Teacher Certification Division
State Department of Education
301 Centennial Mall South
Box 94987
Lincoln, NE 68509
(402) 471-2783

NEVADA

Testing for Admission into Teacher Education Programs

The PPST was adopted in 1984 by the State Board of Education as the instrument to use to screen candidates for teacher education programs.

Testing for Initial Certification

Since 1985, the state legislature has required that the PPST be passed to receive certification.

Testing for Practicing Educators

There is no current requirement for testing practicing teachers.

Contact Person: Doris Fullmer
Division of Teacher Certification
State Department of Education
400 West King Street
Carson City, NV 89701
(702) 885-3115

NEW HAMPSHIRE

Testing for Admission into Teacher Education Programs

There is no plan to test applicants to teacher education programs.

Testing for Initial Certification

Since December 1, 1985, all candidates for initial teacher certification have been required to pass the PPST in reading, writing, and mathematics. This is a State Board of Education initiative rather than a legislative mandate.

Testing for Practicing Educators

There is no requirement for testing of practicing teachers.

Contact Person: Judy Fillion
Teacher Education and Professional Standards
State Department of Education
410 State House Annex
Concord, NH 03301
(603) 271-2407

NEW JERSEY

Testing for Admission into Teacher Education Programs

There is no current requirement for testing applicants entering teacher education programs. Rutgers University has an entry test which it regulates on its own.

Testing for Initial Certification

As of February 1985, all new teachers or those seeking additional endorsements have been required to pass the NTE. Specifically, the testing requirements are as follows:

- Elementary applicants must pass the NTE
- Secondary applicants must pass the NTE specialty subject area examinations. The Graduate Record Examination (GRE) is required in the fields of psychology and earth science.

The New Jersey Alternative Certification Plan also requires that applicants pass the NTE core battery and/or specialty area test.

Testing for Practicing Educators

No testing is now required for practicing teachers except in the case of additional endorsements.

Contact Person: Celeste Rorro
Division of Teacher Certification
State Department of Education
3535 Quakerbridge Road
Trenton, NJ 08619
(609) 292-4477

NEW MEXICO

Testing for Admission into Teacher Education Programs

Colleges/universities conduct their own testing for admission into teacher education programs. The State Board of Education implemented this initiative in 1983.

Testing for Initial Certification

New Mexico has required the NTE core battery since July 1983 for all applicants for initial teacher certification. The core battery is also required for those whose certification has expired or has been suspended. In 1984 new requirements were added in that teachers desiring additional subject area endorsements must pass the NTE specialty area tests. 1986 legislation raised the NTE cut-off scores.

Testing for Practicing Educators

Practicing teachers are tested only if seeking new endorsements.

Contact Person: Susan Brown
Educators Preparation and Licensure
Division of Teacher Education, Certification and Placement
State Department of Education
Santa Fe, NM 87501-2786
(505) 827-6587

NEW YORK

Testing for Admission into Teacher Education Programs

There is no current plan to test applicants entering teacher education programs.

Testing for Initial Certification

As of September 1985 all applicants for certification must pass the NTE core battery.

Testing for Practicing Educators

Practicing teachers are not tested in New York.

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Division of Teacher Education and Certification
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Albany, NY 12330
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NORTH CAROLINA

Testing for Admission into Teacher Education Programs

North Carolina requires that all applicants to teacher education programs pass the NTE core battery, levels 1 and 2. This requirement is generally completed in the sophomore or junior years.

Testing for Initial Certification

An exit examination from teacher preparation requires the candidate for certification to pass the NTE core battery, level 3, and the specialty area tests.

Testing for Practicing Educators

There is no current plan to test practicing teachers.

Contact Person: Bart Murray
Division of Certification
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-4125

NORTH DAKOTA

Testing for Admission into Teacher Education Programs

In 1986 the North Dakota Teacher Professional Practices Commission adopted standards that require all colleges/universities to administer a standardized basic skills proficiency test for admission into teacher education programs. Teacher preparation programs may select the instrument.

No additional testing is under consideration.

Contact Person: Ordean Lindeman
Teacher Certification Division
Department of Public Instruction
Bismark, ND 58505
(701) 224-2264

OHIO

Testing for Admission into Teacher Education Programs

Beginning July 1, 1987, students seeking entrance into a teacher education program must pass the PPST.

Testing for Initial Certification

Beginning July 1, 1987, candidates seeking teacher certification must pass a general skills test, a content test, and a professional test. The general and content tests are likely to be ETS tests. The professional skills test is being customized for Ohio.

Testing for Practicing Educators

Beginning July 1, 1987, teachers seeking additional endorsements must pass a content test.

Contact Person: John Nicholson
Division of Teacher Education and Certification
State Department of Education
Columbus, OH 43215
(614) 466-3593

OKLAHOMA

Testing for Admission into Teacher Education Programs

The PPST is being implemented during 1986-87 in Oklahoma as an entry level test for students seeking admission into teacher education.

Testing for Initial Certification

Since January 31, 1982, any student who completes a teacher education program must pass the Oklahoma Teacher Certification Test.

Testing for Practicing Educators

Since October 1, 1986, all practicing teachers seeking additional endorsements must pass a subject area test.

Contact Person: Marlene Ryals White
Teacher Testing Program
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
(405) 521-4122

OREGON

Testing for Admission into Teacher Education Programs

The Oregon State Board of Education requires that all entrants into teacher education programs in the state take the CBEST.

Testing for Initial Certification

In order to become certified in Oregon applicants must pass the CBEST.

Testing for Practicing Educators

There is no requirement for testing practicing teachers.

Contact Person: Richard Jones
Teacher Standards and Practices Commission
730 12th Street SE
Salem, OR 97310
(503) 378-6627

PENNSYLVANIA

Testing for Admission into Teacher Education Programs

Although there are exploratory studies concerning admission testing, Pennsylvania has not yet implemented testing at this level.

Testing for Initial Certification

Effective June 1, 1987, candidates for initial certification must pass the NTE core battery and specialty area tests.

Testing for Practicing Educators

There are no plans to implement testing for practicing teachers.

Contact Person: Peggy Stank
Bureau of Teacher Preparation and Certification
Division of Teacher Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-3470

RHODE ISLAND

Testing for Admission into Teacher Education Programs

There are no plans to begin testing for entry into teacher education programs.

Testing for Initial Certification

Effective December 1, 1986, all applicants for initial teacher certification have been required to pass the NTE core battery.

Testing for Practicing Educators

There are no plans to test practicing teachers.

Contact Person: Edward L. Dambruch
Department of School and Teacher Accreditation
State Department of Education
Roger Williams Bldg.
Hayes Street
Providence, RI 02908
(401) 277-2675

SOUTH CAROLINA

Testing for Admission into Teacher Education Programs

Since 1979, South Carolina has required that entrants into teacher education programs pass a state developed entrance examination, the South Carolina Education Entrance Exam (SCEEE).

Testing for Initial Certification

Candidates for certification must pass the South Carolina Teaching Area Examination and/or the NTE specialty area examination(s).

Testing for Practicing Educators

There are no requirements for testing practicing teachers.

Contact Person: Elmer Knight
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State Department of Education
Rutledge Building - 1004
1429 Senate Street
Columbia, SC 29201
(803) 758-8527

SOUTH DAKOTA

Testing for Admission into Teacher Education Programs

There are no current requirements for testing applicants into teacher education programs.

Testing for Initial Certification

As of July 1, 1986, all candidates for certification have been required to pass the NTE core battery and the applicable specialty area examinations.

Testing for Practicing Educators

Practicing teachers are not subject to testing at this time.

Contact Person: Clint Berndt
Office of School Standards
Division of Elementary and Secondary Education
Richard F. Kneip Building
700 Illinois
Pierre, SD 57501
(605) 773-3553

TENNESSEE

Testing for Admission into Teacher Education Programs

Effective July 1985, all entrants into teacher education have been required to pass the PPST or CAT.

Testing for Initial Certification

Effective July 1984, all candidates for a Tennessee certification must pass the NTE core battery.

Testing for Practicing Educators

There are no current requirements for testing practicing teachers.

Contact Person: Jane Williams
Teacher Education and Certification
State Department of Education
Cordell Hull Building
Nashville, TN 37219
(615) 741-1644

TEXAS

Testing for Admission into Teacher Education Programs

All students applying for admission into an undergraduate teacher education program must pass the Texas Basic Skills Test in reading, writing, and mathematics. The PPST must also be passed as a graduation requirement.

Testing for Initial Certification

As of May 1986, all candidates for teacher certification must pass proficiency tests within the Texas Educator Initial Certification Testing Program.

Testing for Practicing Educators

Legislation in 1984 required the testing of all practicing teachers and other certified personnel in Texas. The Texas Examination of Current Administrators and Teachers (TECAT) was custom developed by the National Computer Systems of Iowa City, Iowa, for this purpose.

Contact Person: Nolan Wood
Office of Professional Support
Texas Education Agency
201 E. 11th Street
Austin, TX 78701
(512) 834-4090

UTAH

Testing for Admission into Teacher Education Programs

The Utah State Department of Education requires that teacher education preparation programs administer a basic skills test of their choice to students as an admission requirement.

Testing for Initial Certification

Utah has no other plans to implement testing of any type for teacher competency assessment.

Contact Person: Dave Nelson
Teacher Certification
Utah State Office of Education
250 E. Fifth South
Salt Lake City, UT 84111
(801) 533-5431

VERMONT

Testing for Admission into Teacher Education Programs

There are no plans to implement teacher testing at any level in Vermont at this time.

Contact Person: Don McCafferty
Teacher Certification Section
State Department of Education
120 State Street
Montpelier, VT 05602
(802) 828-3124

VIRGINIA

Testing for Admission into Teacher Education Programs

At this time there is no testing requirement for entrants into teacher education programs.

Testing for Initial Certification

Beginning teachers and those moving to Virginia must pass the NTE core battery as a prerequisite to certification. This requirement became effective July 1, 1986.

Testing for Practicing Educators

Since July 1, 1986, those not having a valid certificate, or 3 years of experience within the most recent 7-year period, have been required to pass the NTE.

Contact Person: Joan Rowe
Division of Teacher Education and Certification
State Board of Education
P.O. Box 6Q
Richmond, VA 23216
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WASHINGTON

Testing for Admission into Teacher Education Programs

The State Board of Education mandated in January 1985 that students in teacher education programs demonstrate competence in the basic skills of reading, writing, and computation on the Washington Pre-College Test or SAT/ACT.

Testing for Initial Certification

There are no funds allocated to develop teacher testing for certification purposes; this issue is still under study.

Testing for Practicing Educators

No plans exist to implement testing for practicing teachers.

Contact Person: Theodore Andrews
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Professional Programs
Office of the Superintendent of
Public Instruction
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Olympia, WA 98504
(206) 753-3222

WEST VIRGINIA

Testing for Admission into Teacher Education Programs

Under contract with the National Evaluation Systems, in 1985 West Virginia began phasing out the NTE and using a customized test to assess candidates to teacher education programs. An exit requirement from the program includes a content test covering professional knowledge and pre-professional skills.

Testing for Initial Certification

Since September 1986, candidates have been required to pass a content test to be certified. West Virginia has customized the instrument that is used.

Testing for Practicing Educators

No plans exist for testing practicing teachers.

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Division of Teacher Certification
State Department of Education
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Charleston, WV 25305
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WISCONSIN

Testing for Admission into Teacher Education Programs

In April 1986 the state adopted the PPST to serve as an entry level test for teacher education programs. Implementation will begin July 1, 1987.

Testing for Initial Certification

Beginning July 1, 1987, candidates for teacher certification will be required to pass subject area tests to be certified. The instrument is being determined and is likely to be the NTE.

Testing for Practicing Educators

No plans exist to test practicing teachers.

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State Department of Public Instruction
125 E. Webster St., P.O. Box 7841
Madison, WI 53702
(608) 266-1879

WYOMING

Testing for Admission into Teacher Education Programs

The only university in the state to train teachers, the University of Wyoming, has required applicants to pass the CAT as an admission requirement since 1982.

There are no other plans to implement testing for teachers in Wyoming.

Contact Person: Dennis Kane
Office of Education Legislation
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6203

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